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ABSTRACT

The Carl D. Perkins Vocational Education Act authorizes the use of community-based organizations of proven effectiveness, such as Opportunities Industrialization Centers of America (OIC), to be involved in improving the overall vocational education delivery system. State assistance for vocational education support by community-based organizations is one of five special programs authorized by Title III of the Act. The Act encourages eligible recipients who are operating vocational education programs to develop relationships with community-based organizations. The Act requires each community-based organization that wants assistance under Title III to submit jointly with the appropriate eligible recipient a specified application to the state board. States will provide financial assistance to joint projects of community-based organizations within the state that provide the following special vocational education services and activities: outreach programs, prevocational educational preparation and basic skills development, special prevocational programs targeted to disadvantaged youth, career intern programs, student needs assessment, and guidance and counseling. Because of financial constraints and a shift in educational emphasis arising from the "A Nation at Risk" report, community-based organizations such as OIC will probably have more opportunity to be involved in vocational education in the future. (KC)

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"COLLABORATION WITH VOCATIONAL EDUCATION: A POTENTIAL NEW ROLE FOR O.I.C. IN EXPANDING YOUTH OPPORTUNITIES"

REMARKS BEFORE THE
21ST ANNUAL CONVOCATION OF THE
OPPORTUNITIES INDUSTRIALIZATION CENTERS
OF AMERICA

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DR. DAWKINS, REVEREND SULLIVAN, MR. BRADLEY, O.I.C. STAFF, DISTINGUISHED O.I.C. LEADERS, HONORED GUESTS, LADIES, AND GENTLEMEN. YOU HAVE HONORED ME ONCE AGAIN BY GIVING ME THE OPPORTUNITY TO ADDRESS THIS CONVOCATION -- YOUR 21ST ANNUAL CONVOCATION --HERE IN INDIANAPOLIS.

FOR THE BENEFIT OF THOSE OF YOU WHO WERE NOT PRESENT WITH US LAST YEAR IN ST. LOUIS, LET ME REPEAT THE FACT THAT REVEREND SULLIVAN AND I ENJOY A LONG AND MEMORABLE FRIENDSHIP DATING BACK TO THE 1960'S WHEN O.I.C. WAS IN ITS INFANCY. WE HAVE SIMILAR COMMITMENTS TO EDUCATION AND TRAINING AND HAVE LABORED TOGETHER IN AN EFFORT TO IMPROVE THE PROSPECTS OF THOSE AMONG US WHO ARE UNEMPLOYED AND UNDEREMPLOYED.

I SHARE, WITH THOSE OF YOU WHO KNOW REVEREND SULLIVAN WELL, AN ACKNOWL-EDGEMENT THAT THIS MAN, IN ADDITION TO BEING COMMITTED TO DEMONSTRATING THE HIGHEST IDEALS OF CHRISTIAN LEADERSHIP, HAS LITERALLY AN AURA OF PERSONAL POWER AND MAGNETISM ABOUT HIM THAT INFLUENCES ALL OF US. HE THRIVES ON CHALLENGES, DOES NOT BELIEVE IN GIVING UP, AND FINDS WAYS TO OPEN DOORS THAT WOULD REMAIN CLOSED TO MOST.

I HAVE BEEN FORTUNATE ENOUGH TO HAVE OCCUPIED OFFICES OFF AND ON DURING THE EARLY DAYS THAT HAVE POSITIONED ME TO GIVE SUPPORT TO HIS EFFORTS, FIRST, UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA), MORE RECENTLY UNDER THE VOCATIONAL EDUCATION ACT OF 1963 AS AMENDED AND NOW UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984.

I AM PLEASED THAT MY COLLEAGUE IN THE DEPARTMENT OF LABOR, FRANK CASILLAS, IS HERE ON THE DAIS ALSO. WE ARE BOTH MAKING AN EFFORT TO INCREASE OUR JOINT ACTIVITIES, SUCH AS THE NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE, THE STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEES, THE JOB TRAINING PARTNERSHIP ACT AND APPRENTICESHIP!

A GREAT DEAL HAS HAPPENED SINCE MAY 1984, WHEN WE MET TOGETHER IN ST. LOUIS. THEN, WE WERE TALKING ABOUT THE POTENTIAL PASSAGE BY THE CONGRESS OF A VOCATIONAL EDUCATION REAUTHORIZATION, AND THE POTENTIAL, WITH A NEW LAW, FOR THE AUTHORITY TO SUPPORT SUCH GROUPS AS THE OPPORTUNITIES INDUSTRIALIZATION CENTERS. JACK KEMP'S "ENTERPRISE ZONES" PROPOSAL WAS STILL BEING HELD CAPTIVE BY CONGRESSMAN ROSTENKOWSKI AND OTHER DEMOCRATS. IN ST. LOUIS, I GAVE YOU MY PLEDGE TO ENCOURAGE THE VOCATIONAL AND ADULT EDUCATION COMMUNITY TO USE THE SERVICES PROVIDED BY THE O.I.C.'S IN MEANINGFUL AND CONTRIBUTING WAYS AS THEY PURSUE THEIR PRIMARY MISSIONS OF IMPROVED LITERACY AND EMPLOYMENT OF DISADVANTAGED POPULATIONS.

THE TERM, "DISADVANTAGED", MEANS TO US THOSE PERSONS (OTHER THAN HANDICAPPED PERSONS) WHO

* HAVE ACADEMIC OR ECONOMIC DISADVANTAGES

* REQUIRE SPECIAL SERVICES, ASSISTANCE, OR PROGRAMS SO THEY CAN SUCCEED IN VOCATIONAL EDUCATION PROGRAMS

* ARE MIGRANTS, SECONDARY SCHOOL DROPOUTS, POTENTIAL SECONDARY SCHOOL DROPOUTS, OR MEMBERS OF ECONOMICALLY DISADVANTED FAMILIES

* HAVE LIMITED ENGLISH PROFICIENCY

REVEREND LEON SULLIVAN, ELTON JOLLEY, AND MAURICE DAWKINS WORKED HARD ON THE HILL TO SEE TO IT THAT THE CARL D. PERKINS VOCATIONAL EDUCATION ACT AUTHORIZED AN INITIATIVE TO ENGAGE COMMUNITY-BASED ORGANIZATIONS OF PROVEN EFFECTIVENESS IN IMPROVING THE OVERALL VOCATIONAL EDUCATION DELIVERY SYSTEM. STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT BY COMMUNITY-BASED ORGANIZATIONS IS ONE OF FIVE SPECIAL PROGRAMS AUTHORIZED BY TITLE III OF THE ACT. THE ACT ENCOURAGES ELIGIBLE RECIPIENTS WHO ARE OPERATING VOCATIONAL EDUCATION PROGRAMS TO DEVELOP RELATIONSHIPS WITH COMMUNITY-BASED ORGANIZATIONS. SHORTLY AFTER PASSAGE OF THE PERKINS ACT, O.I.C AND THE U.S. EDUCATION DEPARTMENT CONVENED A SPECIAL SEMINAR TO DISCUSS COLLABORATION BETWEEN VOCATIONAL EDUCATION AND COMMUNITY BASED ORGANIZATIONS.

SECTION 205(A)(1)(B)(4) OF THE ACT REQUIRES EACH LOCAL EDUCATIONAL AGENCY, TO THE EXTENT FEASIBLE, TO USE COMMUNITY-BASED ORGANIZATIONS OF DEMONSTRATED EFFECTIVENESS, IN ADDITION TO OTHER ELIGIBLE RECIPIENTS, FOR THE USE OF FUNDS UNDER THIS PART (A), IN AREAS OF THE STATE WHERE:

- THERE IS AN ABSENCE OF SUFFICIENT VOCATIONAL EDUCATION FACILITIES;

- THE VOCATIONAL EDUCATION PROGRAMS DO NOT ADEQUATELY ADDRESS THE NEEDS OF DISADVANTAGED STUDENTS; OR

- THE LOCAL EDUCATIONAL AGENCY DETERMINES THAT THE COMMUNITY-BASED ORGANIZATION CAN BETTER SERVE DISADVANTAGED STUDENTS.

A COMMUNITY-BASED ORGANIZATION IS DEFINED IN THE LEGISLATION AS "A PRIVATE NONPROFIT ORGANIZATION OF DEMONSTRATED EFFECTIVENESS WHICH IS REPRESENTATIVE OF COMMUNITIES OR SIGNIFICANT SEGMENTS OF COMMUNITIES, AND WHICH PROVIDES JOB TRAINING SERVICES SUCH AS UNITED WAY OF AMERICA, MAINSTREAM, OPPORTUNITIES INDUSTRIALIZATION CENTERS, THE NATIONAL ALLIANCE OF BUSINESS, THE NATIONAL PUERTO RICAN FORUM, THE NATIONAL COUNCIL OF LA RAZA, THE NATIONAL URBAN LEAGUE, AMIGOS DE SER-JOB, JOBS FOR YOUTH, 7001, OR OTHER REHABILITATION AND COMMUNITY DEVELOPMENT PROGRAMS."

SECTION 301(A) OF THE ACT REQUIRES EACH COMMUNITY-BASED ORGANIZATION, WHICH DESIRES TO RECEIVE ASSISTANCE UNDER TITLE III, TO SUBMIT JOINTLY WITH THE APPROPRIATE ELIGIBLE RECIPIENT AN APPLICATION TO THE STATE BOARD AT SUCH TIME, IN SUCH MANNER AND CONTAINING OR ACCOMPANIED BY SUCH INFORMATION AS THE STATE BOARD MAY REQUIRE. EACH APPLICATION MUST CONTAIN:

- AN AGREEMENT AMONG THE COMMUNITY-BASED ORGANIZATION AND THE ELIGIBLE RECIPIENTS IN THE AREA TO BE SERVED, WHICH INCLUDES THE DESIGNATION OF A FISCAL AGENT FOR THE PROJECT;

- A DESCRIPTION OF HOW THE FUNDS WILL BE USED, TOGETHER WITH EVALUATION CRITERIA TO BE APPLIED TO THE PROJECT;

- ASSURANCE THAT THE COMMUNITY-BASED ORGANIZATION WILL GIVE SPECIAL CONSIDERATION TO THE NEEDS OF SEVERELY ECONOMICALLY AND EDUCATIONALLY DISADVANTAGED YOUTH, (AGES SIXTEEN THROUGH TWENTY-ONE, INCLUSIVE);

- ASSURANCE THAT BUSINESS CONCERNS WILL BE INVOLVED, AS APPROPRIATE, IN SERVICES AND ACTIVITIES FOR WHICH ASSISTANCE IS SOUGHT;

- A DESCRIPTION OF THE EFFORTS THE COMMUNITY-BASED ORGANIZATION WILL MAKE TO COLLABORATE WITH THE ELIGIBLE RECIPIENT PARTICIPATING IN THE JOINT PROJECT;

- A DESCRIPTION OF THE MANNER IN WHICH THE SERVICES AND ACTIVITIES FOR WHICH ASSISTANCE IS SOUGHT WILL SERVE TO ENHANCE THE ENROLLMENT OF SEVERELY ECONOMICALLY AND EDUCATIONALLY DISADVANTAGED YOUTH IN VOCATIONAL EDUCATION PROGRAMS; AND

- ASSURANCE THAT THE PROJECT CONDUCTED BY THE COMMUNITY-BASED ORGANIZATION WILL CONFORM TO THE APPLICABLE STANDARDS OF PERFORMANCE AND MEASURES OF EFFECTIVENESS REQUIRED OF VOCATIONAL EDUCATION PROGRAMS IN THE STATE.

KINDS OF ACTIVITIES SUPPORTED

STATES WILL PROVIDE, IN ACCORDANCE WITH THEIR STATE PLANS AND FROM THEIR ALLOTMENT FOR THIS PROGRAM, FINANCIAL ASSISTANCE TO JOINT PROJECTS OF ELIGIBLE RECIPIENTS AND COMMUNITY-BASED ORGANIZATIONS WITHIN THE STATE THAT PROVIDE THE FOLLOWING SPECIAL VOCATIONAL EDUCATION SERVICES AND ACTIVITIES:

- OUTREACH PROGRAMS THAT FACILITATE THE ENTRANCE OF YOUTH INTO A PROGRAM OF TRANSITIONAL SERVICES AND SUBSEQUENT ENTRANCE INTO VOCATIONAL EDUCATION, EMPLOYMENT, OR OTHER EDUCATION AND TRAINING;

- PREVOCATIONAL EDUCATIONAL PREPARATION AND BASIC SKILLS DEVELOPMENT, CONDUCTED IN COOPERATION WITH BUSINESS CONCERNS;

- SPECIAL PREVOCATIONAL PREPARATION PROGRAMS TARGETED TO INNER-CITY YOUTH, NON-ENGLISH SPEAKING YOUTH, APPALACHIAN YOUTH AND THE YOUTH OF OTHER URBAN AND RURAL AREAS HAVING A HIGH DENSITY OF POVERTY WHO NEED SPECIAL PREVOCATIONAL EDUCATION PROGRAMS;

- CAREER INTERN PROGRAMS;

- THE ASSESSMENT OF STUDENTS' NEEDS IN RELATION TO VOCATIONAL EDUCATION AND JOBS; AND

- GUIDANCE AND COUNSELING TO ASSIST STUDENTS WITH OCCUPATIONAL CHOICES AND WITH SELECTION OF A VOCATIONAL EDUCATION PROGRAM.

HANDICAPPED INDIVIDUALS WHO ARE ECONOMICALLY DISADVANTAGED MAY PARTICIPATE IN PROJECTS UNDER THIS PROGRAM.

LOCAL EDUCATION AGENCIES PROVIDING VOCATIONAL EDUCATION PROGRAMS ARE GIVEN LATITUDE IN THEIR SELECTION OF THE COMMUNITY-BASED ORGANIZATION WITH WHOM THEY WISH TO COLLABORATE.

IN FAIRNESS AND OBJECTIVITY, I MUST ADMIT TO YOU THAT THE ALLOCATION OF FUNDS TO TITLE III SUFFERED WHEN MEASURED AGAINST THE OVERRIDING NATIONAL IMPERATIVE TO REDUCE THE FEDERAL DEFICIT. COMMUNITY-BASED ORGANIZATIONS SHARED THEIR SACRIFICE OF LINE ITEM SUPPORT WITH SUCH OTHER WORTHY INITIATIVES AS: ADULT TRAINING, RETRAINING, AND EMPLOYMENT DEVELOPMENT; COMPREHENSIVE CAREER GUIDANCE AND COUNSELING PROGRAMS; AND INDUSTRY-EDUCATION PARTNERSHIP FOR TRAINING IN HIGH TECHNOLOGY OCCUPATIONS. THEY WERE NOT ASKED TO BEAR THE SACRIFICE ALONE. AS IN 1985, THE ADMINISTRATION WILL ALSO RECOMMEND THAT THE BULK OF THE LIMITED FEDERAL SUPPORT IN 1986, GO TO THE MAINSTREAM VOCATIONAL EDUCATION PROGRAMS AND THEIR IMPROVEMENT RATHER THAN TO THE LINE ITEM SPECIAL INITIATIVES IN TITLE III. FEW WILL DISAGREE THAT, WITHOUT A HEALTHY AND VIGOROUS ECONOMY WHICH WILL CREATE JOB OPENINGS FOR THOSE WHOM WE TRAIN, SPECIAL INITIATIVES WILL HAVE FEW LASTING EMPLOYMENT BENEFITS.

THE O.I.C. ORGANIZATION SHOULD NOT DESPAIR, HOWEVER. THERE IS WORK TO BE DONE WITHIN THE MAINSTREAM VOCATIONAL EDUCATION DELIVERY SYSTEM, WORK FOR WHICH COMMUNITY-BASED ORGANIZATIONS ARE UNIQUELY EQUIPPED. AND THERE ARE SOME CONDITIONS IMPENDING WITHIN THE EDUCATIONAL SYSTEM WHICH I BELIEVE WILL "ENCOURAGE" THEIR GREATER INVOLVEMENT. LET'S FIRST ADDRESS THOSE SEGMENTS OF THE LEGISLATIVE MANDATE WHICH SEEM MOST PROMISING FOR CBO INVOLVEMENT.

- FIRST, STATES MUST USE CONSIDERABLY HIGHER PERCENTAGES OF THEIR FUNDS THAN BEFORE TO MEET THE EXCESS COSTS OF SERVING THE DISADVANTAGED AND HANDICAPPED IN THEIR ONGOING PROGRAMS. IN SOME STATES, MEETING THIS IMPERATIVE MAY WELL MEAN THAT THEY MUST REACH OUT TO RECRUIT LARGER NUMBERS OF THE YOUNG ADULT POPULATION YOU HAVE BEEN SERVING IN THE PAST.

- SECOND, STATES ARE REQUIRED TO EXPEND A LARGE PORTION OF THEIR FEDERAL FUNDS ON PROJECTS AND ACTIVITIES TO EXPAND AND IMPROVE THEIR PROGRAMS. AMONG THE PRIORITIES NAMED IN THE LEGISLATION ARE:

  - THE IMPROVEMENT AND EXPANSION OF POSTSECONDARY AND ADULT VOCATIONAL EDUCATION PROGRAMS AND RELATED SERVICES FOR OUT-OF-SCHOOL YOUTH AND ADULTS, INCLUDING WORKERS WHO ARE UNEMPLOYED OR THREATENED WITH UNEMPLOYMENT AS A RESULT OF TECHNOLOGICAL DISLOCATION; WORKERS WITH LIMITED ENGLISH PROFICIENCY; AND DISPLACED HOMEMAKERS AND SINGLE HEADS OF HOUSEHOLDS;

  - PROGRAMS TO UPGRADE THE SKILLS OF EMPLOYED WORKERS;

  - PREVOCATIONAL PROGRAMS;

  - PLACEMENT SERVICES FOR STUDENTS WHO HAVE SUCCESSFULLY COMPLETED VOCATIONAL EDUCATION PROGRAMS; AND

- THE EXPANSION, IMPROVEMENT, MODERNIZATION, OR DEVELOPMENT OF INSERVICE AND PRESERVICE TRAINING DESIGNED TO INCREASE THE PACE WITH WHICH TEACHERS, COUNSELORS, AND ADMINISTRATORS INTEGRATE HANDICAPPED AND DISADVANTAGED STUDENTS IN REGULAR COUNSELORS OF VOCATIONAL EDUCATION.

NO DOUBT, MANY VOCATIONAL EDUCATION TEACHERS, COUNSELORS, AND ADMINISTRATORS COULD TAKE A LESSON OR TWO FROM SUCH CBO'S AS THE O.I.C.'S IN PROVIDING CLIENT OUTREACH, COUNSELING, TRAINING, AND PLACEMENT FOR DISADVANTAGED POPULATIONS.

I MENTIONED THAT OTHER FACTORS WITHIN THE OVERALL EDUCATIONAL SYSTEM MAY BE OPERATING TO ENHANCE THE CONTRIBUTIONS THAT CBO'S CAN MAKE WITHIN THE MAINSTREAM EDUCATIONAL SYSTEM. THESE ARE, I REALIZE, PRIMARY OUTGROWTHS OF THE WAY IN WHICH STATES HAVE RESPONDED TO THE NATION AT RISK REPORT WHICH RECOMMENDED A RETURN TO THE NEW BASICS:

4 YEARS OF ENGLISH
3 YEARS OF MATH, SCIENCE, AND SOCIAL STUDIES
1/2 YEAR OF COMPUTER LITERACY PLUS FOREIGN LANGUAGE FOR THE COLLEGE BOUND.

A SHOCKING STATISTIC INDICATES THAT 13% OF 17 YEAR-OLD HIGH SCHOOL GRADUATES ARE FUNCTIONALLY ILLITERATE!

AS A RESULT OF THE "NEW BASICS" MANY VOCATIONAL EDUCATION GROUPS ARE REPORTING DECLINING ENROLLMENTS IN VOCATIONAL EDUCATION DUE TO STATES' INCREASING THE NUMBER OF ACADEMIC COURSES REQUIRED FOR GRADUATION. IF THESE INCREASED REQUIREMENTS RESULT IN A LARGER NUMBER OF DROPOUTS FROM HIGH SCHOOLS (AND MANY PREDICT THEY WILL) AND VOCATIONAL EDUCATION PROGRAMS, HAVE, SIMULTANEOUSLY, SUFFERED DECLINING ENROLLMENTS, AN INTERESTING BUT NOT INSURMOUNTABLE VACUUM WILL HAVE BEEN CREATED -- A VACUUM WHERE VOCATIONAL EDUCATION PROGRAMS MAY WELCOME PARTNERSHIPS WITH CBO'S WHO CAN PROVIDE THE LABORATORY WITHIN WHICH "ON-THE-STREET" KIDS ARE GIVEN THE PREVOCATIONAL MOTIVATION, BASIC SKILLS, IMAGE-BUILDING, AND ENCOURAGEMENT THEY NEED TO SEEK VOCATIONAL TRAINING AND FURTHER EDUCATION.

NONE OF THE FOREGOING SHOULD BE TAKEN TO MEAN THAT VOCATIONAL EDUCATORS ARE OPPOSED TO THE FINDINGS OF THE NATION AT RISK REPORT, OR THAT THEY DISAGREE WITH THE NEED FOR HIGHER ACADEMIC STANDARDS. THEY DO NOT DISAGREE WITH THE NEED FOR HIGHER STANDARDS. MANY DO AGREE, HOWEVER, WITH THE FINDINGS OF THE NATIONAL ACADEMY OF SCIENCE AND THE NATIONAL COMMISSION ON SECONDARY VOCATIONAL EDUCATION REPORTS THAT HIGHER STANDARDS ARE NEEDED, FIRST, IN THE ELEMENTARY GRADES AND THAT VOCATIONAL EDUCATION SHOULD BE MADE A FULL PARTNER AT THE SECONDARY LEVEL IN SCHOOLS THAT WISH TO MAKE THEIR "TURN AROUND" WITHOUT MASSIVE DROPOUT RATES AND WITHOUT THE INDEFENSIBLE SACRIFICE OF A WHOLE GENERATION OF YOUNG PEOPLE IN THE PROCESS.

THE GROUND WE HAVE COVERED TO THIS POINT -- THE AUTHORITY FOR COMMUNITY-BASED ORGANIZATIONS AND THE PRESENT CONDITIONS IN GENERAL AND VOCATIONAL EDUCATION -- CREATES STRONG SIGNALS FOR THE FUTURE STRATEGIES THAT REVEREND SULLIVAN AND THE O.I.C. NETWORK MUST INITIATE.

ALTHOUGH MY OFFICE HAS BEEN AND WILL CONTINUE TO ENCOURAGE THE INVOLVEMENT AND USE OF THE TALENTS OF CBO'S, I PREDICT THAT THE IMPERATIVE FOR THEIR INVOLVEMENT AND USE WILL BE MORE QUICKLY FELT AT THE LOCAL LEVEL THAN AT THE NATIONAL LEVEL. AND THIS MEANS THAT YOUR PAST SUCCESSES AND THEIR PROMISE MUST ALSO BE KNOWN TO THE EDUCATIONAL ESTABLISHMENT AT THE LOCAL AND STATE LEVELS MORE SO THAN IN THE PAST.

THIS MEANS THAT WHEREVER EDUCATIONAL PROBLEMS ARE AIRED--IN STATE AND LOCAL PROFESSIONAL ASSOCIATIONS, LOCAL SCHOOL BOARD MEETINGS, AND MEETINGS OF ADVISORY GROUPS AND CIVIC ORGANIZATIONS -- AN O.I.C. VOICE SHOULD BE PRESENT TO INFORM THE DECISIONMAKERS OF WHAT WE ALREADY KNOW:

- THAT O.I.C.'S HAVE A PROVEN ABILITY TO TAKE THOSE WHO HAVE BEEN "TURNED OFF" AND "TURN THEM ON AGAIN" TO THE WORK ETHIC AND THE WORK HABITS THAT WILL MAKE THEM SUCCESSFUL IN WORK AS WELL AS IN SCHOOL;

- THAT O.I.C.'S HAVE DEMONSTRATED THAT THEY CAN DELIVER ON THE "BASIC SKILLS" NEEDED SO YOUNG PEOPLE CAN BENEFIT FROM VOCATIONAL TRAINING;

- THAT O.I.C.'S HAVE A PROVEN RECORD IN DEVELOPING THE RELATIONSHIPS NEEDED WITH BUSINESS AND INDUSTRY TO GET "HARD TO PLACE" INDIVIDUALS EMPLOYED AND IN PROVIDING THE ONGOING SUPPORT NEEDED IN THE BEGINNING TO KEEP THEM EMPLOYED;

- THAT O.I.C.'S CAN TEACH TRADITIONAL EDUCATORS IN THE MAINSTREAM HOW MAINTAINING HIGH EXPECTATIONS, PERSONALLY AND ACADEMICALLY, AND HELPING STUDENTS MEET THEM IMBUES A NEW SENSE OF PRIDE AND SELF SUFFICIENCY. IT ENABLES THE DISILLUSIONED TO SURPASS THEIR OWN EXPECTATIONS FOR THEMSELVES AND, THEREBY, IMPROVE THEIR GRADES AND ATTENDANCE, REDUCE VANDALISM AND DELINQUENCY, AND REDUCE USE OF ARTIFICIAL MOOD INDUCERS; AND

- THAT USING O.I.C. METHODS AND TECHNIQUES AND ENJOYING THEIR RESULTS CAN BRING TEARS OF PRIDE AND SELF-FULFILLMENT TO THE EYES OF TEACHERS, COUNSELORS, AND SCHOOL ADMINISTRATORS WHO MAKE SUCH A MONUMENTAL DIFFERENCE IN THE LIVES OF THOSE WHOSE DESTINY IS IN THEIR HANDS.

THE IMPERATIVE THAT WE MUST ACT TOGETHER WAS BROUGHT HOME TO ME LAST MONDAY WHEN I READ IN THE WASHINGTON POST THAT 10,000 DISTRICT OF COLUMBIA STUDENTS (12% OF THE SCHOOL POPULATION) STAY OUT OF SCHOOL EACH DAY. THEIR CITY HIGH SCHOOLS HAVE, IN THEIR OWN REPORT, A 32% DROPOUT RATE EACH YEAR. IN AN ERA WHEN JOBS ARE SCARCE AND THOSE AVAILABLE REQUIRE HIGHER AND HIGHER LEVELS OF INTELLECTUAL FUNCTIONING, STATISTICS LIKE THESE ARE FRIGHTENING. WE MUST FORM NEW PARTNERSHIPS OF BUSINESS, EDUCATION, GOVERNMENT, AND COMMUNITY BASED ORGANIZATIONS TO SOLVE THESE SERIOUS SOCIAL PROBLEMS.

I AM STRONGLY COMMITTED TO THE O.I.C. METHODOLOGY AND WILL CONTINUE TO ENCOURAGE STATE EDUCATION AGENCIES, CHIEF STATE SCHOOL OFFICERS, AND LOCAL EDUCATION AGENCIES TO USE YOUR FACILITIES AND YOUR METHODOLOGIES AS THEY LOOK FOR EFFECTIVE WAYS TO REFORM OUR PUBLIC SCHOOLS.

THANK YOU DR. SULLIVAN AND ALL YOUR O.I.C. COLLEAGUES. MAY GOD BLESS YOU IN YOUR IMPORTANT WORK!